



Brookfield Central's Josh Wang Earns International Gold in Physics



Pictured above: US Team — Josh in middle

School District of Elmbrook

Brookfield Central High School 2025 Valedictorian Josh Wang has achieved a remarkable milestone, earning a gold medal at the 2025 International Physics Olympiad (IPhO) in France. As one of just five members of the U.S. Physics Team, Josh joined 400 of the world's brightest young minds from 85 countries in a weeklong competition that tested their mastery of physics through challenging theoretical and experimental problems.

Out of 37 gold medals awarded worldwide, the United States stood alone as the only team in which all five competitors individually earned gold — a testament to their exceptional preparation and talent. Josh's performance places him among the very best in the world, an honor that caps off years of academic excellence.

Josh credits his success to the educators and mentors who have supported him throughout his 12 years in Elmbrook Schools.

The International Physics Olympiad was held from July 17–25 and is widely regarded as the most prestigious high school physics competition in the world. Each year, it fosters collaboration and cultural exchange while celebrating problem-solving at the highest level. This year's event, held in France, culminated in a closing ceremony honoring Josh and the other top performers.

Elmbrook Schools extends its gratitude to all of Josh's teachers, administrators, and supporters who have nurtured his talents from elementary school through high school. His achievement reflects the district's commitment to academic rigor and the belief that with the right guidance, students can achieve at the highest levels on the world stage.

elmbrookschoools.org



Milwaukee Public Schools

Ana Báez is 2026 Wisconsin School Counselor of the Year

Congratulations to Ana Báez, a bilingual school counselor at MPS' South Division High School! Báez has been recognized as the 2026 Wisconsin School Counselor of the Year by the Wisconsin School Counselor Association (WSCA). She received the award at a surprise school assembly on Tuesday, October 21, 2025.

This award recognizes a school counselor who leads a data-driven school counseling program that promotes academic success, personal growth, and career readiness for all students. A special focus is on subgroups of students who face barriers to opportunity. The award looks for programs that ensure that every learner has access to resources, support, and encouragement.

Báez was also the Wisconsin Teacher of the Year in 2024 and was selected as Wisconsin's 2025 National Teacher of the Year representative by the Wisconsin Department of Public Instruction.

Báez's nominator, School Counselor Dulce Bucio-Rosas, stated, "Last year, Ana set a goal focused on reducing failure rates for 9th graders, a group that typically shows academic struggles. Data showed that nearly 47% of incoming freshmen were on track to fail at least one course on their mid semester progress report.

"Ana collaborated with City Year, the 9th-grade team teachers, the parent coordinator, the social work team, and administration. They implemented targeted interventions, including:

after-school tutoring run by City Year; one-on-one ACP conferences involving students and families; letters home to parents; personal invitations to conferences; social work home visits; and in-class touch points by teachers. It was a coordinated team effort to provide support following the school's motto, 'Shoulder to Shoulder.'"

As part of the process, data was collected on the number of interventions each student had, the kind of intervention, and final failure rate. The results for the 2024–2025 semester 1 data included:

- Started with 118 of 247 total freshmen having one or more failing grades.
- Ended with 81 freshmen with one or more failing grades.
- This reduced the overall freshman failure rate from 47% to 33%.



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PAM SCHULLER: Is an internationally known disability and mental health advocate and professional stand-up comedian, Pamela's stories of growing up in a body she had no control over are engaging, powerful, a little bit heart-wrenching, and unapologetically funny.



GINA (TERRASI) GALLAGHER: The Sister Afraid of Failure — is a Hatch award-winning freelance copywriter who resides in Massachusetts with her husband, Mike, daughters Katie and Emily, and imperfect dog Max (who has poor eye contact and a bilateral motor integration issue).



PATRICIA TERRASI: The Sister Afraid of Success — is the Director of Family Services in Developmental Services for a Massachusetts-based non-profit organization. The mother of three children, Julianne, Jennifer, and Michael, she resides in Marlborough, MA, with her dog, Rocky and her noisy parakeet, Scooter.



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A Career as an Electrical Line Worker



Pay

A lineman's pay varies significantly by experience, but the average annual salary is around \$85,900. Entry-level apprentices can expect to earn approximately \$48,220 per year, while experienced journeyman linemen can earn over \$100,000 annually.

Job Outlook

The job outlook for linemen is excellent, with projected growth of 7% from 2024 to 2034, which is much faster than the average for all occupations.

What Line Installers and Repairers Do

Electrical power-line installers and repairers install and maintain the power grid—the

network of power lines that moves electricity from generating plants to customers. They routinely work with high-voltage electricity, which requires extreme caution. The electrical current can range from hundreds of thousands of volts for long-distance transmission lines that make up the power grid to less than 10,000 volts for distribution lines that supply electricity to homes and businesses.

Line workers who maintain the interstate power grid work in crews that travel to locations throughout a large region to service transmission lines and towers. Workers employed by local utilities work mainly with lower voltage distribution lines, maintaining equipment such as transformers, voltage regulators, and switches.

Telecommunications line installers and repairers install and maintain the lines and cables used by network communications companies. Depending on the service provided—local and long-distance telephone, cable television, or Internet—telecommunications companies use different types of cables, including fiber-optic cables. Unlike metallic

cables that carry electricity, fiber-optic cables are made of glass and transmit signals using light. Working with fiber optics requires special skills, such as the ability to splice and terminate optical cables. Additionally, workers use specialized equipment to test and troubleshoot cables and networking equipment.

How to Become a Line Installer or Repairer

Education

Most companies require line installers and repairers to have a high school diploma or equivalent. Employers prefer candidates with basic knowledge of algebra and trigonometry. In addition, technical knowledge of electricity or electronics obtained through military service, vocational programs, or community colleges can also be helpful.

Many community colleges offer programs in telecommunications, electronics, or electricity. Some programs work with local companies to offer 1-year certificates that emphasize hands-on field work.

More advanced 2-year associate's degree programs provide students with a broad knowledge of the technology used in telecommunications and electrical utilities. These programs offer courses in electricity, electronics, fiber optics, and microwave transmission.

Training

Electrical line installers and repairers often must complete apprenticeships or other employer training programs. These programs, which can last up to 3 years, combine on-the-job training with technical instruction and are sometimes administered jointly by the employer and the union representing the workers. The basic qualifications to enter an apprenticeship program are as follows:

- Minimum age of 18
- High school education or equivalent
- One year of algebra
- Qualifying score on an aptitude test
- Pass substance abuse screening

Line installers and repairers who work for telecommunications companies typically receive several years of on-the-job training. They also may be encouraged to attend training from equipment manufacturers, schools, unions, or industry training organizations.

After 3 to 4 years of working, qualified line workers reach the journey level. A journey-level line worker is no longer considered an apprentice and can perform most tasks without supervision. Journey-level line workers also may qualify for positions at other companies. Workers with many years of experience may become first-line supervisors or trainers.

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics



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Energetic Education: WPS Hosts Career Fair for Local Students

Students spread out across a college campus isn't uncommon. What is unusual is seeing them working with high-voltage tools, gliding drones through the air and using solar panels to produce electricity — especially when it's middle and high school students earning the hands-on experience.

Wisconsin Public Service (WPS) helped provide a memorable field trip for more than 150 area students by hosting an energy career fair in September. The event, co-hosted by the UWGB at the Brown County STEM Innovation Center, gave students hands-on opportunities to learn more about the people and technologies that power homes and businesses every day.

Energy Experts Share Industry Insights

During the career fair, students tried interactive demonstrations and learned from energy industry professionals at several different stations. One area featured WPS employees showing students the real-world electric and natural gas systems they use to provide affordable, reliable and clean energy.

"Events like this are a great chance to help students learn more about careers they may not have considered before," said Charles Cornish, natural gas operations supervisor — WPS. "It was great to see many of the students ask thoughtful questions and show interest in our jobs and how we serve our customers."

WPS field workers were on hand to give students an up-close look at how natural gas flows to their homes. A few feet away, they helped students try out electric tools to complete mock circuits for overhead and underground power lines.

"We received a great response from the students at this year's career fair," said Charlie Bauer, electric operations supervisor — WPS. "They eagerly volunteered to try out some of the tools of the trade. We often went longer than the station time limit because the students we so engaged in learning about our work."

New Technologies, New Ways to Use Energy Efficiently

The WPS energy career fair also allowed students to learn about renewable energy technologies. UWGB engineering professors worked



with students to explore clean energy designs, such as vertical wind turbines and a hybrid solar energy system that heats water. At another station, students moved and tilted small solar panels to capture enough sunlight to power small electric circuits.

"I liked the solar power and learning about that, and how we can use the different technology in different ways," said Leah, an Ashwaubenon High School student. "Not just only getting

energy from the sun, but also heating things and using it that way."

After exploring careers delivering energy, students learned about important jobs helping homes and businesses use energy efficiently. Building efficiency professionals demonstrated how to test for energy leaks and manage the energy use of heating and cooling equipment.

Continued on Page 6

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Careers in Energy

Engineering

An engineer is someone who likes to solve problems. They can help make the nation's electricity usage more efficient and more reliant on clean fuels.

Architects

Plan and design structures like homes, offices, theaters, factories, and other buildings.

Civil Engineers

Use engineering to plan and design construction projects, like roads, bridges, airports, water and sewage systems, and other facilities.

Electrical and Electronic Engineering Technicians

Work under the direction of engineers. Design, build, or repair electrical equipment, like circuitry or components. As companies look for ways of reducing utilities costs, new employment opportunities may arise for engineering technicians who can recommend solutions for improving production efficiency.

Electrical Engineers

Use engineering to research, design, develop, or test electrical equipment and systems. May oversee the manufacturing or installation of systems. Talents may be applied to connecting wind farms and solar panels to the grid. Career specialties include energy engineers and photo-voltaic (solar cell) systems engineers.

Electronics Engineers

Use engineering to research, design, develop, or test electronic components and systems for commercial, military, or scientific use. May design electronic circuits for things like telecommunications or aerospace controls.

Industrial Engineering Technicians

Work under the direction of industrial engineers to design processes to make better use of resources at work sites. Design the layout of an industrial or manufacturing workplace to make production more efficient.

Mechanical Engineers

Use engineering principles to design tools, engines, and other mechanical equipment. Oversee installation, operation, and equipment repairs. Can identify efficiency opportunities in commercial and industrial facilities and calculate estimates of savings.

Nuclear Engineers

Conduct research on nuclear energy and nuclear waste disposal. They work on problems related to how nuclear energy is used, and how to dispose of nuclear waste.

Stationary Engineers and Boiler Operators

Run or maintain equipment that provides utilities to building such as power plants, schools, hospitals, and residential buildings.

Installation and Repair Careers

Installers and repairers are essential to the energy industry. They install, inspect, test, and repair electrical or mechanical equipment.

Control and Valve Installers and Repairers

Install, repair, and maintain devices that regulate processes in buildings. This includes things such as electric meters, gas regulators, thermostats, and safety valves.

Electrical and Electronics Repairers of Commercial and Industrial Equipment

Repair, test, adjust, or install electronic equipment such as industrial controls, transmitters, or antennas.

Utility Line Workers

Construct and maintain the *transmission* and *distribution* equipment and facilities that deliver electrical energy to homes and businesses. Line workers install, service, and repair electrical lines in the case of weather-related outages or other disruptions.

Heating, Air Conditioning, and Refrigeration Mechanics and Installers

Work on heating, cooling, and ventilation systems in home and office buildings. May repair or install HVAC equipment. As demand for energy-efficient equipment grows, HVAC mechanics can become involved in the installation and maintenance of small scale renewable technologies.

Industrial Machinery Mechanics

Repair, install, or adjust manufacturing equipment. May take machinery apart when there is a problem and repair or replace broken equipment. As demand for energy increases, new employment opportunities can arise for machinery mechanics that can repair, install, or maintain wind farms and pipeline distribution systems.

Installation, Maintenance, and Repair Helpers

Assist maintenance workers with installation, maintenance, and repair work. May supply tools or clean work areas. Some workers may be employed in the energy industry in maintaining and repairing plumbing, heating, or residential and commercial electrical systems to make use of solar-derived hot water.

Powerhouse, Substation, and Relay Electrical and Electronics Repairers

Inspect and maintain electrical equipment in power generating stations, substations, and in-service relays. This occupation can be involved in solar installation and maintenance.

Solar Photovoltaic Installers

Install and maintain solar photovoltaic systems on roofs which convert energy from the sun into electricity for homes and businesses. PV Power Systems engineers drive the development and implementation of highly efficient grid-connected systems for Concentrated PV technologies. Electrical Engineers can be LEED-certified and work on sustainable projects or with an architectural firm.

Supervisors of Mechanics, Installers, and Repairers

Directly supervise the activities of workers who maintain or repair various machines, equipment, vehicles, or buildings. May be employed in electrical generation facilities to coordinate the activities of inspectors, machine setters and operators, and plant operators.

Wind Turbine Service Technicians

Inspect, adjust, or repair wind turbines. They may correct electrical, mechanical, and hydraulic problems.

Production Careers

Production workers in energy are mostly employed in power plants, often combining the duties of operators and technicians. Due to their high technical skills and union contracts, these

workers can earn double the salary of what their counterparts in other industries earn.

Chemical Equipment Operators

Operate equipment to control chemical changes or reactions during a production process. May work on devulcanizers, steam-jacket kettles, or reactor vessels.

Chemical Plant and System Operators

Operate systems of machines that control entire chemical processes.

Gas Plant Operators

Distribute or process gas for utility companies by controlling compressors to maintain specified pressures on gas pipelines.

Nuclear Power Reactor Operators

Operate or control nuclear reactors. May start and stop equipment, monitor controls, and record data. Use emergency procedures when necessary.

Petroleum Pump System and Refinery Operators

Operate systems that refine petroleum. May specialize in certain types of systems, gauging or testing oil in storage tanks, or regulating the flow of oil into pipelines.

Source: O*NET Online — www.onetonline.org

WPS Hosts Career Fair Continued from Page 5



Students also used drones with thermal imaging cameras to identify air leaking out of homes or buildings.

The energy career fair is one of several WPS initiatives to support students and provide opportunities for careers in the energy industry. The company works with technical colleges on energy-focused career programs, visits with students at college job fairs, and partners with educational and career development organizations. WPS recently began a youth apprenticeship program to provide valuable industry experience to area high school students.

“Working outside with your hands can be rewarding, and helping resolve an issue can really make a customer’s day,” said Kurt Sheedy, lead distribution mechanic — WPS. “The mock systems helped students make the connection to what they see in the real world, and showed them that a rewarding career is closer than they may have originally thought.”

WPS hosted its energy career fair with help from several industry and educational partners.

Article courtesy of Wisconsin Public Service Corp.



Energy Educator of the Year 2025 — Nick Gagnon



The Energy Educator of the Year Award, presented by Wisconsin's K-12 Energy Education Program (KEEP), highlights a network of educators throughout the Badger State for empowering students, teachers, and community members to make informed choices for a sustainable future.

Nick Gagnon, science teacher at Chippewa Falls High School, has distin-

guished himself as a passionate leader in renewable energy education, demonstrating an unwavering commitment to student engagement, curriculum innovation, and community impact. Nick's contributions include leading professional development workshops for educators, attending national conferences such as the National Energy Education Summit, and pioneering the use of flipped classrooms to enhance student engagement. He also created a comprehensive Canvas course to serve as a hub for energy education resources, benefiting both students and fellow educators. As both a teacher and leader, he has consistently gone above and beyond to integrate renewable energy concepts into science education, while also inspiring students to become active advocates for sustainability at the local, state, and national levels. "Nick's dedication to environmental education and hands-on learning is unmatched," said Chippewa Falls High School Principal Donna Goodman. "He's



not only an incredible teacher but also a catalyst for change within our district and community."

In 2022, Nick and a small group of students began the Chippewa Falls High School Green Team which focuses on sustainability and energy conservation. Under his mentorship, the Green Team has achieved a long list of accomplishments, including: guiding his students in earning FAA drone pilot certifications and creating thermal imaging maps to identify heat loss in district buildings, securing over \$180,000 in grant funding for renewable energy projects, including a 37.8 kW solar system for HOPE Village (an organization that builds homes for the unsheltered) and a 65+kW solar system on the high school as well as speaking at a multitude of events at the local, state and national levels.

"Nick's vision and execution are nothing short of phenomenal," said Susan Kern, Executive Director of Curriculum,

Instruction, and Assessment at Chippewa Falls Area School District. "His leadership has sparked meaningful, lasting change—not just in our schools, but across the broader Chippewa Falls community."

Mr. Gagnon's award for the Energy Educator of the Year is a reflection of his tireless work ethic, innovative spirit, and steadfast commitment to preparing students to become thoughtful, environmentally conscious leaders.

Congratulations Nick!

Courtesy of the Wisconsin K-12 Energy Education Program University of Wisconsin-Stevens Point

cfsd.chipfalls.k12.wi.us



KEEP is seeking nominations for the Wisconsin Energy Educator of the Year Award. Nominate yourself or others for this award by December 31, 2025.

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Cedarburg's 2025 NCWIT Award Recipients



Cedarburg School District

CHS is excited to announce that twenty-eight students have been selected to receive the 2025 NCWIT Award for Aspirations in Computing (AiC).

Over the past few years, our Computer Science program has continued to grow, and since 2018, one hundred and fifteen Cedarburg students have been awarded some level of the Aspirations award from AiC, several of them more than once. With 28 recipients this year, it is the most in Wisconsin for the sixth year in a row!

CHS Math & Computer Science teacher Ms. Stacy Lesmeister said, "I am incredibly

them to pursue their passions. Award for AiC recipients are chosen for their demonstrated interest and achievements in computing, proven leadership ability, academic performance, and plans for post-secondary education. Since 2007, more than 25,000 students have been honored with the Award for AiC.

The multi-tiered award structure includes Winner, Honorable Mention, and Rising Star designations at National and Regional Affiliate levels, serving all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, all U.S. overseas military bases, and Canada. Regional Affiliate Award programs are hosted in 79 locations nationwide by NCWIT Alliance member organizations — a powerful national network of universities, companies, non-profits, and government organizations working to increase the influence and meaningful participation of girls and women from every community.

The NCWIT-WI Awards Ceremony was held on Sunday, May 4, 2025. Each student was recognized for their accomplishments in IT, leadership, and aspirations. "We're incredibly proud of our Computer Science students who earned awards, honorable mentions, and rising star recognition! Your hard work and talent are inspiring," declared Principal Casey Bowe. A big thank you to Blake Burgess, Lynn Packard, and Stacy Lesmeister for their incredible Computer Science guidance and mentorship. Go, Bulldogs!"



proud of these extraordinary students! Their dedication, creativity, and leadership set a powerful example for their peers and the community as a whole. I am confident that they will have a positive impact on our world around them through their innovative ideas and problem-solving skills."

The award, sponsored by the National Center for Women & Information Technology (NCWIT), the Award for Aspirations in Computing (AiC), honors women in grades 9 through 12 who are active and interested in computing and technology and encourages

www.cedarburg.k12.wi.us



Cedarburg School District Receives Major STEM Grant



Cedarburg School District was honored recently to host visitors from the www.Wilo-Foundation.de in Germany at CHS. Over the past five years, the Wilo-Foundation, through the Cedarburg Education Foundation, has generously provided the District with over \$200,000 in grants for Robotics and STEAM Education, promoting Digital Making. The visitors included Wilo-Foundation officials from Germany—Director of Communications David Hoeltgen and Executive Director Evi Hoch—as well as several members of the WILO USA team based in Cedarburg—along with CEF President Christina Wegner, Principal Casey Bowe, Director of CIA Alli Rudich, Director of Instructional Technology Krista Penrod, PLTW teacher Dan Kniess, and Superintendent Jeridon Clark. The tour showcased the new CHS Media Lab, Recording Studio, Makerspace, and Robotics area of the Innovation Center. Celebrating the partnerships that actively invest in our students' success!



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This camp is for students entering or in grades 9 through 12

COST: Before April 30: \$598 per person
After April 30: \$698 per person

This event held at Hamline University's Saint Paul campus

Use the QR code at right, or go to:

www.hamline.edu/academics/undergraduate/physics/high-school-events/young-physicist-camp





Innovation in Action: Inside the STEAM Lab at Wayland Academy

*STEAM Director, Daniel Donovan
Wayland Academy*

At Wayland Academy, the STEAM program bridges the gap between classroom theory and real-world application. The lab is a creative hub where students take concepts from math, science, history, and other subjects and transform them into hands-on projects. They learn to ideate, design, prototype, and build in ways that connect their academic work to tangible outcomes.

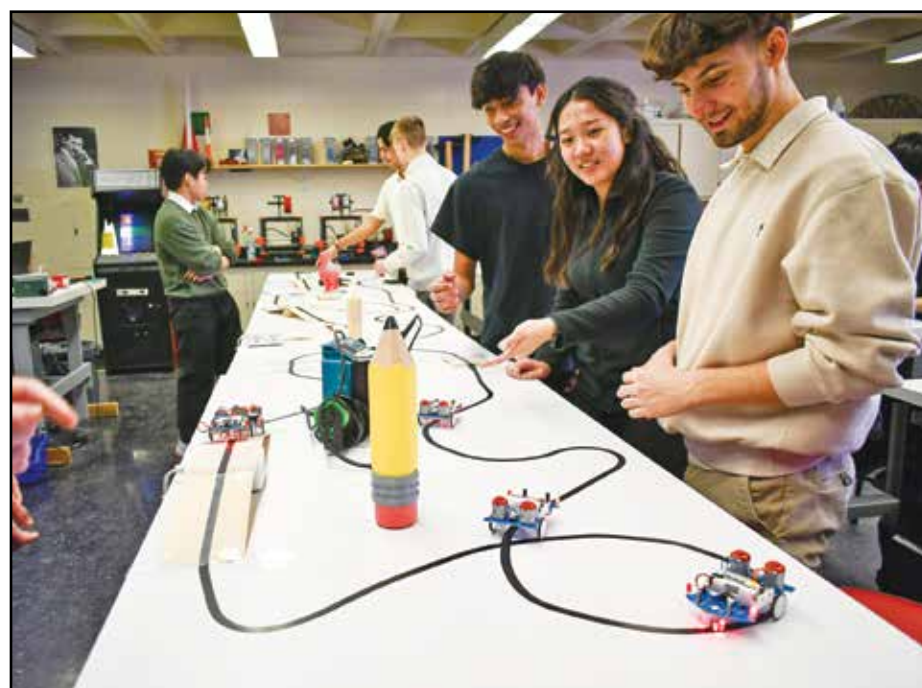
The curriculum includes 3D printing and CAD design, woodworking, architecture and engineering, digital art, and soldering. In woodworking, students begin with basic joinery before moving on to laminated projects, custom lighting, and functional pieces for their dorm rooms. The 3D printing program teaches technical knowledge of printers alongside CAD skills. Students create everything from simple designs to multi-part rockets, which they launch during end-of-year events. Soldering courses introduce electrical engineering concepts and highlight historical innovators such as Nikola Tesla. Students build Tesla coils and other functional devices, then test and refine their work. Architecture and engineering courses cover structural principles and give students the chance to build bridges, cata-

pults, and other designs that are often put through competitive stress tests.

Every course emphasizes problem-solving both individually and in teams. Students are encouraged to think critically, adapt creatively, and follow projects from concept to completion. Project-based learning is at the core of our philosophy because it fosters innovative thinking and practical skills. We also strive to connect projects to real-world examples and current events, exploring topics such as the Australian solar car races that draw university engineering students from across the globe and the companies pioneering 3D-printed aluminum rockets designed for space travel.

The curriculum continues to grow each year as we explore new ways to engage students and prepare them to shape the world around them. More than a makerspace, the STEAM lab at Wayland Academy is a place where ethics and problem solving come together to shape thoughtful creators who are mindful of their impact. We take time not only to consider what and how we create, but also who benefits from our work and the lasting impact it may have on the world around us.

Wayland Academy is an independent, coed college preparatory school for



boarding and day students in grades 9-12. The school's comprehensive, stimulating academic program features small classes, annual capstone projects, active STEAM, media studies, and environmental science programs, and an array of AP offerings.

www.wayland.org



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Mini-Grant Funding

All teachers are eligible to receive up to \$26/student to support the cost of project supplies and as a professional stipend.





New Flight Simulator Allows Hamilton Students to Explore Aviation Career Path



Senior Matt Vicenik using HHS flight simulator

Hamilton School District

Hamilton High School (HHS) students are enjoying the rare opportunity to experience what it's like to be inside the flight deck of an aircraft thanks to the school's new flight simulator. Students in Aviation is the Wisconsin-based nonprofit group that donated the simulator ahead of the 2025-26 school year.

"We're really excited about this simulator because it allows students and staff to experience what it's like to be in the flight deck and apply real-world problem-solving skills in a fun, engaging way," explains Hamilton High School Youth Apprenticeship Coordinator, Business and Information Tech Teacher Sheila Frafjord.

Hamilton students and staff are reportedly impressed with how detailed the technology is. "Every single airport in the United States is on that simulator," shares Hamilton High School Associate Principal, Extended Learning Coordinator Marquee Goike. "It is extremely

realistic," she adds. "You can see Devils Lake as you fly over Baraboo, Wisconsin!"

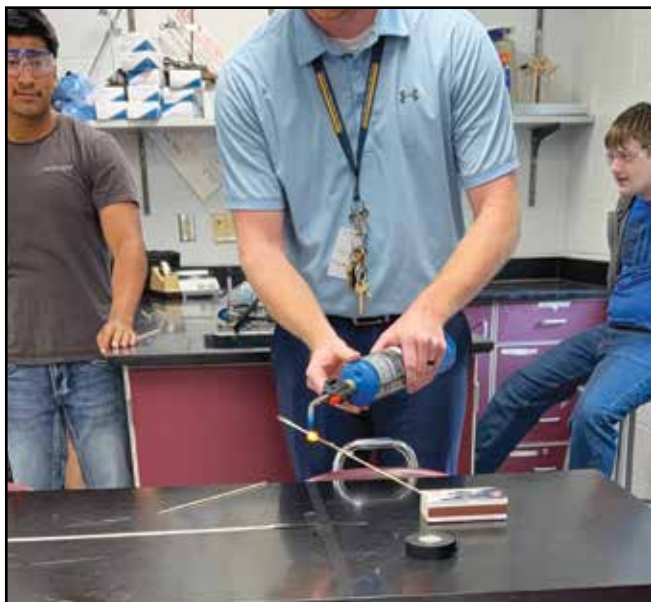
Frafjord says the initial reaction from students has been pure excitement. "Many are amazed at how realistic it feels and are eager to try it again. Beyond the fun, this simulator connects to a rapidly growing career field in aviation and aerospace, giving students a chance to imagine themselves as future pilots, engineers or air traffic controllers," she adds. "It also opens the door to other career paths, where the same critical thinking and decision-making skills are highly valued."

Students interested in learning more about the HHS simulator are encouraged to sign up for HHS Aviation Club.

www.hamilton.k12.wi.us



Physics Match Rocket Challenge



Kennedy Ziegeweid, Arcadia High School
School District of Arcadia

The physics students are blasting off into new learning opportunities! In a hands-on engineering challenge, students paired up to take on a Match Rocket Challenge in Mr. Pronschinske's physics class. Students were given matches, aluminum foil, paper clips, skewers, and tape. With these materials they were to design and test small matchstick rockets to try and get their creations to fly the farthest in the class.

In order to be successful, students had to take into consideration principles of physics, and investigate variables such as launch angle, rocket design, and stability. This project is full of interactive engineering as students experi-

ment, collect data, and refine their models until their rocket is complete and ready for competition. "The competition isn't just about whose rocket soars the greatest distance—it's about applying problem-solving skills, testing hypotheses, and learning how scientific concepts translate into real-world engineering challenges." Says Pronschinske.

On September 9th, the classroom turned into a launchpad, as students put their rockets to the test. Each group was given 3 attempts to shoot off a rocket. Groups

rotated in rounds with one group shooting off 1 rocket at a time per round. All 6 groups had at least one successful trial with the rockets. Following the final launch, all of the group's distances were averaged out. The winning group shot their farthest rocket 10.3 meters, with an ending group average of 8.1 meters.

This challenge went further than just winning- it allowed students to work around challenges, learn through experimentation, and develop team work skills that they will use beyond the classroom setting.

www.arcadia.k12.wi.us



KTEC Schools of Innovation Puts Wisconsin on the Map in U.S. Department of Education's CTE CHIPS Challenge



KTEC Schools of Innovation in Kenosha has been named one of 36 semi-finalists in the U.S. Department of Education's CTE CHIPS Challenge and is the only school in Wisconsin to advance to Phase 2 of the national competition.

The CTE CHIPS Challenge – launched in October 2024 – is a multi-phase, \$1 million competition designed to expand innovative student recruitment, training, and placement strategies in semiconductor fabrication and advanced manufacturing career pathways.

Phase 2 of the challenge focuses on turning ideas into action. As a Phase 2 semi-finalist, KTEC will refine and roll out its plan with support from challenge organizers. From now through the end of 2025, KTEC's team will benefit from expert guidance, resources, and collaboration with peer institutions to help bring their vision to life. The ultimate goal is to better connect KTEC students with high-demand careers in the semiconductor and advanced manufacturing industries, in line with the CHIPS Act's workforce development objectives.

Dr. Angela Andersson, Founder of KTEC Schools of Innovation, expressed excitement about the honor. "Being the only



school in Wisconsin to advance to Phase 2 of the CTE CHIPS Challenge is a tremendous honor for our community and a testament to our students and staff," said Dr. Andersson. "We are thrilled to continue expanding our innovative programs and partnerships through this opportunity. Our students are gaining the skills and experiences they need to thrive in advanced manufacturing fields, and we couldn't be more excited to lead the way for Wisconsin."

For more information about the CTE CHIPS Challenge go to <https://ctechipschallenge.com>

www.ktecschools.org





Sun Prairie Robotics Team Codes for Success in its First Year



Sun Prairie Area School District

Thirty days before their first robotics competition, the Sun Prairie high schools’ robotics club had to build a team, design and bring a robot to life. Performing surgery on that robot mid-competition was not part of the plan, but with their dedication and intelligence, the team ended the competition by winning the Rookie All-

Star Award. More than just recognition of their hard work and potential as a new team, the award guaranteed them a spot in future competitions.

“We built an award-winning robot in 30 days,” said Curtis Mould, the club’s advisor. “This blew people’s minds when we were at the competition because some teams had six months to build.”

The robot competition was held, in late spring, by FIRST Robotics, a nonprofit that inspires young people to pursue careers in science, technology, engineering, and math (STEM) through hands-on, team-based robotics competitions.

A robotics team has been a long time coming for the school district. A portion of the Sun Prairie West High School’s Career and Technical Education area was built with a vision as a future space for a robotics program. The Sun Prairie Robotics team, SPR10522, allows high school students to learn about coding, manufacturing, engineering, leadership and team building. It is made up of students from Sun Prairie West and East high schools, along with student mentors from a nearby university.

“Our team values collaboration, communication, and hands-on learning. While we’ve faced challenges and made a few mistakes along the way, we always problem-solve effectively and learn from each experience, often with a lot of laughter along the way,” said Zion Johnson, a senior at West and lead coder on the team.

The club was created last year after a grant from the Department of Public Instruction covered the competition’s entry fee. Additional grants helped pay for the robotics equipment.

In its second year, the club hopes to expand, adding team members, new roles, and greater fundraising efforts. As SPR10522 aims to compete with a more effective robot, the team is looking for students who are interested in marketing to help lead fundraising initiatives. There is also a need for community participation and volunteers to lean in and support the students. The long-term goal is to generate enough interest in robotics to create a course offered by the schools.

“There’s a deep pool of technical talent in our community in Sun Prairie, and growing interest among our student body, and we need to draw them in,” said Mould.

With this growth in mind, Sun Prairie Robotics will be kicking off its inaugural Lego League Robotics team this fall for 4th and 5th graders - and will host the regional Lego League competition at West High School in January 2026. If you are interested in learning more about our Robotics program, please reach out to Curt Mould at cdmould@sunprairieschools.org.

sunprairieschools.org



STEM Shuttle Missions: Fall, 2025

Fennimore Elementary School — Oct. 2, 2025

The first STEM Shuttle mission to kick off our 20th year of visiting schools throughout Wisconsin took place at the Fennimore Elementary School on Thursday, Oct. 2.

The teachers on the mission were Sharon Ryan, the creator of the STEM Shuttle program, and Sue Bushman who are pictured with the school principal, Hillary Day.

Dennis Cihlar was the shuttle pilot, and did double duty at the Constellations workstation.



Loyal Elementary School — Oct. 9, 2025

On Thursday, Oct. 9, the STEM Shuttle docked at the Loyal Elementary School. As the pictures will attest, both students and teachers enjoyed their time on the mobile classroom.



Central Elementary School, Rhinelander — Oct. 28, 2025

Staff, students, and the STEM Shuttle crew had a great day at Central Elementary School in Rhinelander on Tuesday, Oct. 28.

Pictured with the principal, Amanda Olson, are shuttle teachers Sandy Smith (left) and Sharon Ryan

The 4th and 5th graders did a great job at the hands-on workstations.



Our 20th Year of Missions!

The STEM field trip that comes right to your school!

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Bring this unique hands-on STEM learning opportunity to your students.

- Developed for grades 4–8.
- Up to 60 students a day, 12 students per session, are challenged by the hands-on workstations on this unique mobile classroom.
- Two veteran shuttle teachers guide students through a series of hands-on STEM workstations.

Fall 2025 Missions

The first STEM Shuttle mission of the fall took place at the Fennimore Elementary School on Thursday, October 2.

This was followed by the shuttle docking at the Loyal Elementary School on Thursday, October 9.

During the third mission, the shuttle landed at Central Elementary School in Rhinelander on Tuesday, October 28.

Check us

www.stems

To arrange a STEM Shuttle mission to your school, contact
stemshuttle@gmail.com or



"The activities were very engaging and could be completed with little direction. This allowed students the opportunity to apply scientific thinking by testing, observing, collaborating and retesting. The STEM shuttle crew members were helpful and informative. Their conversations with students supported deeper, contextual learning.

— Dr. Jo-Ellen Fairbanks Ph.D.



"In a day and age where it is difficult to motivate kids we had no trouble with the STEM Shuttle."

— Mike E., Elementary/Junior High Principal



"My daughter couldn't stop talking for three days about her time on the shuttle!"

— Parent, Merrill, Wisconsin

"From an engineer's point of view, the designed tasks the kids take part in are very thought provoking and exciting to watch."

— Jon Kukuk, Engineer and School Board Member.



"This experience landed home with our students to help them better understand the "why" behind the core knowledge they are obtaining each day in class. Our students left their shuttle mission with a great understanding of the science and daily principles guiding our daily actions (locally and globally).

— Principal Corey Peterson, Melrose (WI) Elementary School



Thanks! What an awesome experience.

— Karen, 4th Grade Teacher

**is out at
shuttle.com**

**ur school or event, please contact us at:
r text/phone 715-845-6392.**





STEM for All: How Madison Schools Are Building Curiosity from Kindergarten to College



Edell Fiedler, Executive Director of Communications for the Madison Schools

STEM education at the Madison Metropolitan School District doesn't just live on high school lab tables or inside beakers — it's alive in outdoor classrooms, buzzing in gymnasium science expos and flowing through explorations on the city's waterways. Whether students are charting constellations in the district's planetarium or examining samples at a local college, opportunities to explore science, technology, engineering and math meet them at every stage — from kindergarteners asking their first big questions to high schoolers earning college credit.

"Our ultimate goal of STEM education is to spark curiosity early and keep it growing through meaningful, hands-on experiences that connect learning to real life," Becky Kundert, senior executive director of curriculum and learning said.

That spark shines at Huegel Elementary School, where students from the Vel Phillips

Memorial High School science club guided young learners through a night of discovery last year — setting off model volcanoes, building lemon batteries and watching homemade lava lamps swirl to life. These moments of wonder set the stage for the years ahead, when curiosity matures into exploration and skill.

For middle schoolers, that exploration expands through the district's new Career and Technical Education (CTE) Exploration and Skill Development Program, a free, immersive opportunity launched in 2024. Sixth through eighth graders dive into nearly 20 subjects including coding, robotics, engineering design, health science and more, discovering how their interests can grow into future careers.

By high school, those early interests become even more focused. At La Follette High School, students in video game design blend art, logic and physics, coding their own 3D games in the coding language C# and calculating projectile motion to fine-tune their designs.



At Shabazz High School, Project Green Team Limnology takes students outside, where they study freshwater systems while restoring local waterways — canoeing down rivers, pulling invasive species and learning firsthand how science shapes the natural world around them.

Opportunities in STEM expand beyond the school day. In June 2025, West High School's Science Olympiad team placed seventh overall at nationals, an MMSD team's best finish ever. The team took home the silver in studies of fossils, and bronze in air trajectory and experimental design. Clubs like Girls Empowerment in Mathematics (GEM) club at West High

"There are endless opportunities and topics for students to study in STEM, so I think it's important for students to find their niche," Kundert said. "It can be easy to think of the field as just textbooks or lab books full of equations, but it's so much more. There's an opportunity for everyone."

Partnerships strengthen that vision at every level. The Early College STEM Academy, a collaboration between MMSD and a local college, gives high school students a chance to take college-level math and

science courses at no cost, earning up to an associate degree alongside their high school diploma.

K–8 students can take their learning outdoors at the Madison School Forest, a 200-acre classroom owned by MMSD and managed by Madison School & Community Recreation. There, through the Junior Foresters program, students learn about ecosystems, climate change and conservation with a curriculum created by a nearby college extension and MMSD's Curriculum and Instruction Department.

From the classroom to the forest, from middle school makerspaces to college-level labs, STEM education in MMSD is about more than equations and experiments — it's about discovery and belonging. By connecting students to real-world experiences, community partners, and future pathways, the district is helping every learner see themselves as problem solvers, innovators and stewards of the world

www.madison.k12.wi.us



2025–2026 HUNCH (High Schools United with NASA to Create Hardware) Culinary Challenge

The Astronaut Culinary Challenge develops food items for the Astronauts aboard the International Space Station. Each year there is a new theme given out to the schools where the students create new dishes taking into account food processing procedure and nutritional requirements so that their items will meet the standards of the NASA Johnson Space Center Food Lab.

2025–2026 Theme: Tacos (an entree to be put in a flour tortilla)

Schools in the US and abroad make dishes based on the guidelines and theme. There is a research paper to complete and a video of your creation to post. After these preliminary culinary competitions, those with the highest scores from across the world are invited to Johnson Space Center for a final competition where their work will be judged by NASA Food Lab personnel, industry professionals, ISS program office, and Astronauts for quality, taste, their work on the research



paper, and presentation video. The winning entree will be processed by the Johnson Space Center Food Lab and sent up to the station for the astronauts to enjoy.

For more information, visit: <https://www.hunchculinary.com>

25 Middleton High School HOSA–Future Health Professionals Members Attended an International Leadership Conference



Carrie Brooker, Public Relations Specialist
Middleton-Cross Plains Area School District

25 members of Middleton High School’s HOSA–Future Health Professionals team (formerly known as Health Occupations Students of America) recently attended the HOSA International Leadership Conference (ILC) in Nashville, Tennessee. The annual ILC is a highlight of the year for HOSA members and advisors, offering

an opportunity to compete, learn, and network with peers and healthcare professionals from around the world.

Middleton High School’s HOSA-Future Health Professionals members participated in activities including the competitive events program, where they showcased their knowledge and skills in health science and career readiness. They competed against top-performing HOSA

members from around the world, demonstrating their dedication and potential for future success in the healthcare field.

A highlight of the conference included Ishika Pulimamidi, a rising junior at Middleton High School, placing in the top 10 in her competitive Health Informatics event. Her achievement reflected both her dedication and excellence on a global stage.

“Placing in the top 10 was a proud moment!” Pulimamidi said. “HOSA has helped me grow so much and find what I’m passionate about in healthcare.”

In addition to competing, HOSA members attended career-building workshops, engaged with healthcare professionals, and developed their leadership skills to prepare them for future careers in the medical field.

“Attending the ILC is an invaluable experience for Middleton HOSA members,” said Diya Chilukuri and Michelle Lee, Middleton High School students who serve as co-presidents of HOSA-Future Health Professionals. “It provides them with a place to showcase their talents and also learn from industry experts, network with peers, and gain valuable insights into the field of healthcare”.

HOSA-Future Health Professionals plays a



crucial role in preparing students for successful careers in the healthcare industry by providing integrated classroom experiences, projects, and activities that enhance personal, leadership, and professional development.

www.mcpsd.k12.wi.us



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-Ashley Williams
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Middleton High School Students Develop Financial Literacy Program for Middle School Students



Carrie Brooker, Public Relations Specialist
Middleton-Cross Plains Area School District

Middleton High School juniors Sophia Chen and Sophia Pientka are teaching middle school students about financial literacy through their Finance for Life program.

Chen and Pientka developed the youth financial literacy initiative this summer, hosting workshops online and at the Middleton Public Library. This semester they began teaching Kromrey Middle School and Glacier Creek Middle School students how to

create budgets, make smart spending choices, and see how compound interest helps money grow over time.

They're aiming to teach their classes monthly with the goal of helping students build financial literacy skills early and feel confident managing money.

"So far, we've visited both MCPASD middle schools, and we hope to expand to other schools in the District throughout the year," Chen said. "We're excited to continue expanding and hope to reach as many communities as possible."

Chen and Pientka are members of Middleton High School's chapter of the Future Business Leaders of America (FBLA). Though they started Finance for Life on their own after recognizing a need for a stronger personal finance understanding among their peers, it's now their FBLA chapter's official community service project.

"Through FBLA, we have been able to connect financial education to leadership, entrepreneurship, and community service,"

Pientka said. "It has helped us turn what we are learning in FBLA about business, communication, and teamwork into something that makes a real difference in our community."

Middleton High School teacher and FLBA advisor Bill Boehm said their work embodies the FBLA mission to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

"The earlier you learn how money works, the better prepared you'll be to make smart choices later on," Chen said. "Once you start to understand it, you realize how useful it is and how much power it gives you to take control of your future."

"It shows how students can take their classroom learning and leadership training to solve a critical issue," Boehm said. "Seeing Sophia Chen and Sophia Pientka launch Finance for Life demonstrates their real-world impact and their drive to apply business education for the greater good."

Chen likes connecting what she's learning in FBLA with their goals for Finance for Life.

"It's been really cool to see how what we learn in FBLA actually connects to something we're passionate about," she said.

She and Pientka want to show students that finance isn't boring and that they need financial skills for everyday life.

"Whether it is understanding saving, spending, or setting goals, these lessons give them tools to make smarter choices as they get older," Pientka said. "Our goal is to make finance approachable, practical, and empowering."

Chen said that the earlier students are comfortable with finance, the better.

"The earlier you learn how money works, the better prepared you'll be to make smart choices later on," Chen said. "Once you start to understand it, you realize how useful it is and how much power it gives you to take control of your future."

She said they use interactive financial literacy games to keep the class fun.

"You can see their energy shift once they understand that it's not going to be another typical class," Chen said.

Pientka likes seeing students' excitement when they grasp how finance is connected to their lives.

"They often tell us stories about how they tried budgeting at home or taught their siblings something they learned in class," Pientka said. "It is really cool to see that what we are teaching sticks and that they are proud of what they learned. Seeing students have those 'aha' moments makes it all worth it."

Boehm noted that in addition to connecting with students on financial literacy, Chen and Pientka are learning the importance of giving back.

"It's essential for building character and leadership," Boehm said. "When students give back, they connect their aca-



demic knowledge to the community, gaining perspective and developing a sense of responsibility."

www.mcpsd.k12.wi.us



PHS Teacher Receives Governor's Financial Literacy Award

Plymouth School District

Congratulations to Plymouth High School business education teacher Todd Williams, recently awarded a Governor's Financial Literacy Award!

Mr. Williams was one of 11 individuals and 8 organizations

honored by Wisconsin's Governor in a ceremony April 29 at the State Capitol for their efforts in helping Wisconsinites build financial literacy and capability skills.

"Financial education gives people the tools they need to achieve their goals, expand new opportunities, and help attain financial security for themselves and their families," said the Governor. "I thank these dedicated individuals and organizations for all they have done to help advance financial wellness in Wisconsin, and I congratulate them for receiving this prestigious award."

Recipients were selected by the Governor's Council on Financial Literacy and Capability from nominations using the following criteria: innovative implementation



of an effective financial literacy and capability program or program element within the last two years; emphasis on financial inclusion, demonstrated measurable results; collaboration with partners; and scalability of the program design.

Mr. Williams was one of three teachers recognized in the individual category for providing exceptional financial literacy and capability education in an inclusive and innovative manner.

The council was impressed by his innovative teaching methods and visionary leadership for making a lasting impact on students, colleagues, and the broader educational community. As examples, they noted that he was an early adopter of SecureFutures' Money Path learning tool, and that he initiated a Reality Check Simulation Day that has led more than 85 percent of PHS students to develop a budget and savings plan.

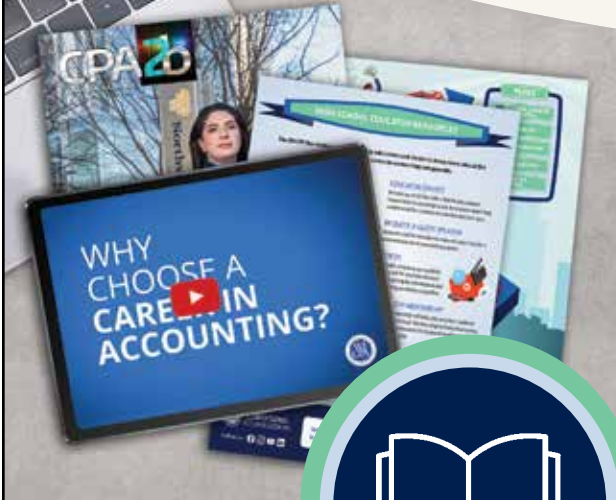
www.plymouth.k12.wi.us



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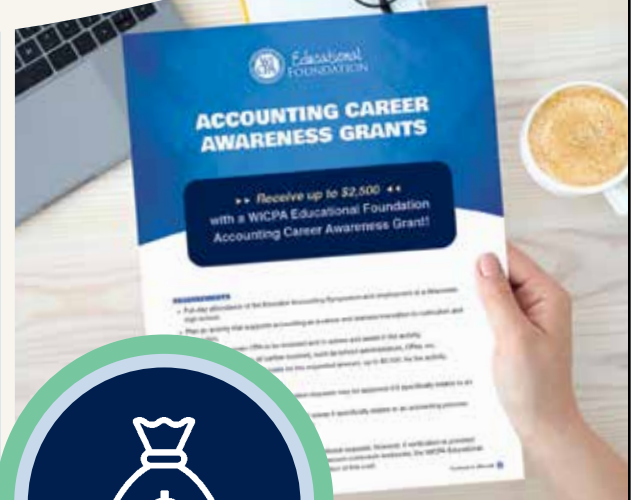
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The Gilder Lehrman Institute Selects Alisha Neinfeldt as 2025 Wisconsin History Teacher of the Year



Chippewa Falls Area Unified School District

Alisha Neinfeldt, a teacher at Chippewa Falls Middle School in Chippewa Falls, has been named the 2025 Wisconsin History Teacher of the Year by the Gilder Lehrman Institute of American History. Since 2004, this distinguished award has recognized exceptional K–12 educators for their remarkable work in teaching American history.

“History teachers play an essential role in helping students understand the past, build critical thinking skills, and develop a deeper appreciation for the people and events that shaped our nation,” says James G. Basker, president and CEO of the Gilder Lehrman Institute. “We are proud to recognize educators who go above and beyond to make history engaging, meaningful, and relevant in their classrooms.”

The annual recognition program celebrates one outstanding teacher from each state, the District of Columbia, Department of Defense schools, and U.S. Territories. It recognizes educators for their dedication, creativity, and effective use of primary sources. Nominees are recommended by students, colleagues, or school leaders and selected by state committees of historians and educators.

This is Neinfeldt’s 15th year in education and fourth year at CFMS where she teaches 8th grade Social Studies on the Eagle Team. She is a National Board Certified Teacher and serves as the treasurer for the Wisconsin Council for the Social Studies. Originally from Wisconsin Rapids, Alisha now calls Chippewa Falls home. Traveling is one of her passions, and she is the organizer and leader of the 8th grade Washington, D.C. trip at CFMS! Outside of school, she enjoys golf and spending time with family and friends.

According to Jeff Holmes, Superintendent, “The Chippewa Falls Area Unified School District is incredibly proud to celebrate Alisha Neinfeldt’s selection as the 2025 Wisconsin History Teacher of the Year by the prestigious Gilder Lehrman Institute. This honor reflects Ali’s exceptional dedication to bringing American history to life for our 8th grade students through her creative use of primary sources and hands-on learning experiences, including her leadership of our Washington, D.C. trip. As a former social studies teacher myself, I deeply appreciate the efforts of a good teacher teaching good lessons, and Ali exemplifies excellence in both. Her National Board Certification and active role as treasurer for the Wisconsin Council for the Social Studies demonstrate her commitment to continuous improvement and professional leadership. We are fortunate to have such a passionate educator on our Eagle Team, inspiring the next generation to understand and appreciate the people and events that shaped our nation. The entire CFAUSD community congratulates Ali on this well-deserved recognition and wishes her the best as she competes for the national title.”

As the 2025 Wisconsin History Teacher of the Year, Neinfeldt will receive a \$1,000 honorarium, a curated collection of American history books and educational materials from

About the Program: Started in 2004, this Gilder Lehrman program recognizes excellence in the teaching of history at the K–12 level. Each year, thousands of teachers are nominated by students, parents, fellow teachers, and community members, shining a light on the important work they do.

Key Deadlines for 2026 Nominations:

Nominations Due: April 30, 2026

Supporting Materials Due: May 31, 2026

www.gilderlehrman.org/history-teacher-year

the Gilder Lehrman Institute, and recognition at a local ceremony. She will also join 52 other honorees as a finalist for the 2025 National History Teacher of the Year Award.

The national winner will be announced this fall at a special ceremony at the Harvard Club of New York City and will receive a \$10,000 grand prize.

cfsd.chipfalls.k12.wi.us



Clinton Principal Erika Stewart Named WiRSA Principal of the Year



WiRSA Rural Principal of the Year. Stewart is recognized for her outstanding leadership, innovative practices, and commitment to student success, including the creation of the Continuous Improvement Team to strengthen teaching and learning, the Culture Club to foster inclusion, and her guidance in uniting staff and students during a major district transition. Her dedication to students, staff, and the broader Clinton community exemplifies the very best in rural education leadership.

Among her many accomplishments, Erika’s leadership was instrumental during the district’s reorganization from three buildings to two, a complex transition she managed with clarity, collaboration, and care, uniting staff and students into a cohesive, high-functioning team.

“Erika brings out the best in her staff and students, combining strength, kindness, fairness, and compassion,” said Dr. Jim Brewer, District Administrator of the Clinton Community School District. “Her leadership has not only advanced Clinton Junior/Senior High School but has made a tremendous impact on our entire community.”

Stewart’s work extends beyond the class-

room, as she consistently engages families, educators, and community members in the decision-making process. Known for empowering teachers and celebrating the potential of every student, she embodies the very best of rural education leadership.

WiRSA is honored to recognize Erika Stewart for her remarkable contributions to education and her unwavering commitment

to students, staff, and the Clinton Community School District.

Courtesy of the Wisconsin Rural Schools Alliance

www.clinton.k12.wi.us



Ana Báez is 2026 Wisconsin School Counselor of the Year

Continued from Page 1

- This is a 31% decrease in the total number of freshmen failing.

Báez also identified financial barriers facing immigrant students and led efforts to secure 18 years of guaranteed scholarships, funded through local fundraising, Herb Kohl Fellowship contributions, and community support. This sustainable scholarship fund has already opened doors for students who would otherwise lack access to higher education.

Bucio-Rosas stated, “Ana has established strong relationships with local restaurants and businesses to lead fundraising efforts that sustain the Counseling Scholarship Fund.”

Báez will be recognized as the 2026 Wisconsin School Counselor of the Year in November at the WSCA Annual Conference in Wisconsin Dells.

WSCA will forward Báez to be considered for the national 2027 ASCA School Counselor of the Year award. Báez will also represent Wisconsin during the ASCA School Counselor of the Year celebration in February 2027.

mps.milwaukee.k12.wi.us



The Wisconsin Rural Schools Alliance (WiRSA) is proud to announce that Erika Stewart, Principal of Clinton Junior/Senior High School, has been named the 2025

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DuVal Named Werbel Award Winner



Delavan-Darien School District

The Delavan-Darien School District is proud to announce that Mr. Tom DuVal, teacher at Delavan-Darien High School, has been named the 2024–2025 Werbel Award Winner.

The Werbel Award is named after Dr. Harold Werbel, a dedicated community leader who believed strongly in honoring teaching

excellence. Established in 1976, the award has recognized educators who demonstrate the following characteristics:

1. A strong interest in helping students both inside and outside of the classroom
2. A willingness to adapt teaching methods and materials to meet the changing needs of education, without losing balance

3. A passion for motivating students, encouraging full participation, and supporting them with additional help when needed
4. A genuine joy in working with young people, evident in all aspects of their teaching

Since joining the Delavan-Darien School District in 2019, Mr. DuVal has consistently exemplified these qualities. His colleagues describe him as a tireless advocate for his students, someone who goes “constantly...exhaustively . . . pursuing the best for his students.”

One colleague noted, “He holds such a strong desire for students to make connections and to produce their best work. He is always innovative in helping students to see their own success. The hours he puts in to see ALL students make those connections are countless.”

Others shared that Mr. DuVal’s unique perspective, coming from outside the education world, brings a refreshing and innovative approach to the classroom. His personable demeanor draws students in, while his initiatives create meaningful learning experiences.

“He treats his classroom like an employer, where students interview for

positions and learn firsthand what it takes to succeed. His students are held to high standards and gain more than academic knowledge—they learn responsibility and how to be strong community members.”

From creative opportunities to real-world skill building, Mr. DuVal’s dedication goes far beyond traditional teaching. He helps students look past mistakes and circumstances, guiding them toward their future possibilities.

“Mr. DuVal is a shining example of what the Werbel Award stands for,” said Jim Karedes, Principal at DDHS. “His passion, innovation, and commitment to his students make him not only an outstanding teacher but also an inspiration to our entire school community.”

Please join the Delavan-Darien School District in congratulating Mr. Tom DuVal, the 2024–2025 Werbel Award Winner.



Kimberly’s Roger Wendler Honored for Four Decades of Youth Advocacy



Kimberly Area School District

The Wisconsin Association of School District Administrators, Inc. (WASDA) has recognized Roger Wendler of Kimberly with the prestigious Bert Grover Child Advocacy Certificate of Recognition. Honoring his extraordinary dedication to youth development and community service through athletics, Dr. Robert Mayfield, Superintendent of the Kimberly Area School District,

along with the Board of Education, presented Wendler with the Certificate of Recognition during a Board of Education meeting.

For more than four decades, Roger Wendler has been a cornerstone of the Kimberly community and a passionate advocate for Track & Field across the state. Born and raised in Kimberly, Wendler has not only coached and mentored generations of

student-athletes but also built a legacy of servant leadership that has shaped the character and success of Kimberly’s Track & Field program.

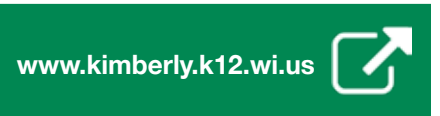
“Roger Wendler is a true embodiment of the spirit and dedication exemplified by Bert Grover. Roger is not just a contributor to our village and school district; he is a cornerstone, someone whose passion and commitment go far beyond simple acts of service,” said Bob Mayfield, Superintendent of the Kimberly Area School District.

Beyond coaching, Wendler has dedicated countless hours to ensuring the track meets run smoothly, often taking vacation time from his day job to manage behind-the-scenes work. Known for his patience, kindness, and meticulous attention to detail, he has mentored young coaches and fostered opportunities for elementary students to discover the excitement of competition.

“Coach Wendler has helped develop individual and team state champions, and a program that embodies the values of hard work, resilience, gratitude, and discipline. He has done this because he believes in sports, his love of people, and his relationship with the sport of Track & Field,” said Ryan McGinnis, Athletic Director of the Kimberly Area School District.

The WASDA Board of Directors rec-

ognizes individuals and businesses that have exhibited extraordinary dedication to the cause of child advocacy in Wisconsin. Recipients demonstrated a significant commitment to children by sharing their time, talents, and/or financial support. The award is to acknowledge the importance of working to support the greater mission of educating all children.



Herb Kohl Educational Foundation Honors Outstanding Wisconsin Educators With 2025 Awards

The Herb Kohl Educational Foundation proudly announces the 114 Wisconsin teachers and administrators selected as recipients of its 2025 Teacher Fellowship and Principal Leadership awards. These distinguished educators are being recognized for their exceptional leadership, dedication to students, and commitment to educational excellence.

This year, 100 teachers will receive Teacher Fellowship awards of \$6,000 in honor of their ability to inspire a love of learning, motivate students, and lead both inside and outside the classroom. Additionally, 14 principals will be honored with Principal Leadership awards of \$6,000 for their efforts in setting high standards for instruction, achievement, and character while fostering a positive and impactful school environment. Each recipient’s school will also receive a matching grant of \$6,000 to further support student learning and school initiatives.

“Part of Herb Kohl’s lasting legacy is his unwavering support for the profession that makes all others possible—education,” said JoAnne Anton, President & CEO of Herb Kohl Philanthropies. “He challenged us to continue celebrating and investing in educators who shape the future. By recognizing their hard work, achievements, and service, we hope to honor their impact, elevate their contributions within their communities, and inspire future generations to follow in their footsteps.”

Award recipients are selected by a state-wide committee composed of civic leaders and representatives of education-related associations and the program’s co-sponsors: The Wisconsin Newspaper Association Foundation, the Wisconsin Department of Public Instruction, regional Cooperative Educational Service Agencies (CESA), and the Association of Wisconsin School Administrators.

The Kohl Foundation award program was established by Herb Kohl, former U.S. senator, philanthropist, and businessman who died December 27, 2023. Since 1990, the foundation has awarded over \$40 million to Wisconsin educators, principals, students, and schools.

2025 Herb Kohl Educational Foundation Teacher Fellows

CESA 1

- Mark Anderson**, *Waukesha West High School*, Waukesha
- Grace Barr**, *Franklin High School*, Franklin
- Barbara Christofferson**, *Indian Community School*, Franklin
- JoEllen Dickert-Sturt**, *Kettle Moraine Middle School*, Dousman



Herb Kohl
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Foundation, Inc.

- Stephanie Diedrich**, *Catholic Memorial High School*, Waukesha
- Megan Dixon**, *Glenwood Elementary*, Greenfield
- Noelia Enriquez**, *ALBA*, Milwaukee
- Ashley Fahey**, *Reagan High School*, Milwaukee
- Toni Fink**, *Milwaukee Spanish Immersion*, Milwaukee
- Jennifer Luna**, *Saint Eugene School*, Fox Point
- Patrick McCarty**, *Milwaukee High School*, South Milwaukee
- Caitlin McGaffick**, *Divine Redeemer Lutheran School*, Hartland
- Taylor Molitor**, *New Berlin West Middle/High School*, New Berlin
- Jane Picciolo**, *Lutheran Schools*, Hales Corners
- Kelli Rado**, *Elmwood Elementary*, New Berlin
- Jennifer Ruditys**, *Muskego Lakes Middle School*, Muskego
- Alek Shumaker**, *Pilgrim Park Middle School*, Elm Grove
- Baognia Stoeckler**, *Saint Augustine Preparatory Academy*, Milwaukee
- Rebecca Foster**, *Pius XI Catholic High*, Milwaukee
- Carrie Sullivan**, *Milwaukee Parkside School*, Milwaukee
- Patrick Gain**, *Franklin High School*, Franklin
- Alethea Sumbry-Cetnarowski**, *Ninety-Fifth Street Elementary*, Milwaukee
- Hannah Guth**, *Brookfield East High School*, Brookfield
- Alison Taxis**, *Eisenhower Middle/High School*, New Berlin
- Elizabeth Hartwig**, *Saint Mary Parish School*, Menomonee Falls
- Mitchell Thomas**, *Frank Elementary*, Kenosha
- Lauren Jagemann**, *Golda Meir School*, Milwaukee

- Ashley Van Galen**, *Pilgrim Park Middle School*, Elm Grove
- Curtis Kadow**, *Kosciuszko Elementary*, Cudahy
- Jennifer Vena**, *Phoenix Project*, Kenosha
- Matt Kotowicz**, *Elmwood Elementary*, New Berlin
- Shelly Weber**, *Kettle Moraine Middle School*, Dousman
- Kellie Krawczyk**, *Fernwood Montessori*, Milwaukee
- Lauren Wiske**, *Asa Clark Middle School*, Pewaukee
- Andy Levin**, *Franklin High School*, Franklin
- Julie Wollenberg**, *Saint Augustine Preparatory Academy*, Milwaukee

CESA 2

- Joel Coyne**, *Sun Prairie East High School*, Sun Prairie
- Julie Merow**, *Indian Mound Middle School*, McFarland
- Mary Jo Froden**, *Conrad Elvehjem Primary*, McFarland
- Katie Miller**, *Indian Mound Middle School*, McFarland
- Lumei Huang**, *Verona Area International School*, Fitchburg

- Andrea Schmidt**, *Conrad Elvehjem Primary*, McFarland
- Allison Jaeger**, *Oregon High School*, Oregon
- Emily Sonnemann**, *Madison East High School*, Madison
- Jennifer Magee**, *Middleton Northside Elementary*, Middleton
- Rod Stoughton**, *Nettie E Karcher School*, Burlington
- Jillian Malkow**, *Brodhead High School*, Brodhead
- Emily Wellentin**, *Waubesa Intermediate*, McFarland
- Liz Mehls**, *Madison West High School*, Madison

CESA 3

- Mark Acherman**, *Darlington Elementary/Middle School*, Darlington
- Lisa Bowen**, *Highland Community Elementary*, Highland

CESA 4

- Kelly Rueckheim**, *West Salem High School*, West Salem
- Kimberly Severson**, *Arcadia High School*, Arcadia
- Ev Wick**, *Prairie View Elementary*, De Soto

CESA 5

- Todd Breunig**, *Sauk Prairie High School*, Prairie du Sac
- Jenna McCann**, *Merrimac Community*, Merrimac

Continued on Page 22



Herb Kohl Educational Foundation Honors Outstanding Wisconsin Educators With 2025 Awards

Continued from Page 21



Sarah Cahalane, *Lodi Primary*, Lodi
Emily Renniecke, *Sauk Prairie Middle School*, Sauk City
Kelli Fritz, *Westfield Area High School*, Westfield
Whitney Robarge, *Lodi High School*, Lodi
Luke Heath, *Mauston High School*, Mauston
Madelaine Trewin, *Westfield Area High School*, Westfield
Kirsten Johnson, *Sauk Prairie High School*, Prairie du Sac
Mary Walz, *Sauk Prairie High School*, Prairie du Sac

CESA 6

Aimee Knaus, *Gerritts Middle School*, Kimberly
Adrienne Rice, *Weyauwega High School*, Weyauwega
Jenny Matney, *4K Center for Literacy*, Kimberly
Kathy Zobel, *Haen Elementary*, Kaukauna

CESA 7

Tina Canadeo-Van Camp, *Westwood Elementary*, De Pere
Laurie Probst, *Sheboygan Falls Middle School*, Sheboygan Falls
Stacy Dippel, *Saint John Lutheran School*, Plymouth
Elizabeth Rodriguez, *Chilton Area Catholic School*, Chilton
Jamie Glandt, *Mishicot Middle School*, Mishicot
Brian Sommersberger, *Sheboygan South High School*, Sheboygan

Brian Hammar, *Mishicot Middle School*, Mishicot
Lisa Van Hefty, *Schultz Elementary*, Mishicot
Heidi Hintz, *Sturgeon Bay High School*, Sturgeon Bay
Morgan Vande Hey-Boldt, *Westwood Elementary*, De Pere
Dave Landers, *Pulaski Community Middle School*, Pulaski

CESA 8

Tammy Dantoin, *Gillett Elementary*, Gillett
Cara Shepherd, *Crandon Middle School*, Crandon
Mallory Nieft, *Wabeno Elementary*, Wabeno

CESA 9

Peter Aerts, *Northland Pines High School*, Eagle River
Scott McKenzie, *Northland Pines Elementary*, Eagle River
Robert Hughes, *NTC Alternative High School*, Wausau
Steven Miller, *Northland Pines High School*, Eagle River
Katherine Janssen, *Northland Pines High School*, Eagle River
Patricia Rickman, *Northland Pines Montessori*, Saint Germain

CESA 10

Rebecca Beaufaux, *Holy Ghost Grade School*, Chippewa Falls
Morgan Mueller, *Owen-Withee High School*, Owen
Chuck Catt, *Augusta High School*, Augusta

Shelbie Walker, *Saint Charles Borromeo School*, Chippewa Falls
Kristine Dix, *Medford Elementary*, Medford

CESA 11

Stacie Hoff, *Dresser Elementary*, Saint Croix Falls
Melissa Sladky, *Saint Croix Falls Elementary*, Saint Croix Falls
Heather Keane, *iForward*, Grantsburg
Michelle Taylor, *Grantsburg High School*, Grantsburg
Tracy Metz, *Willow River Elementary*, Hudson

CESA 12

Elizabeth Bodin, *Bayfield Elementary*, Bayfield
Mary Smith, *Bayfield High School*, Bayfield

2025 Herb Kohl Educational Foundation Principal Leaders

CESA 1

Amy Levek, *Whitefish Bay High School*, Whitefish Bay
Bonnie Scholz, *Catholic Memorial High School*, Waukesha
Jason Schreiber, *Meadow View Elementary*, Oconomowoc
Luke Spielman, *Park View Middle School*, Mukwonago
Charles Tollefsen, *Whitnall High School*, Greenfield



CESA 2

Brian Cox, *Verona Area High School*, Verona
Samuel Karns, *Todd Elementary*, Beloit
Kelsey Schmit, *Belleville Elementary*, Belleville
Nkaujnou Vang-Vue, *Lake View Elementary*, Madison

CESA 5

Mark Becker, *Necedah Middle/High School*, Necedah
Stephen Considine, *Baraboo High School*, Baraboo

CESA 6

Brandon Krause, *Prairie View Elementary*, Beaver Dam
Becky Schneider, *Allenton Elementary*, Allenton

CESA 11

Michael Kosmalski, *Prescott Intermediate School*, Prescott





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